

FAMILY AND PARENTING EDUCATION

COURSE DESCRIPTION

Family and Parenting Education is a specialized course which emphasizes the significance of the **family** as a basic unit of society and its impact on the well-being of individuals and society. The major focus of the course is preparation for marriage, parenthood, and the responsibilities for successful management of family life.

The integration of Family, Career and Community Leaders of America (FCCLA) provides student opportunities for leadership development, personal growth, and school/community involvement.

Pre-requisite: None

Recommended Credit: 1/2 – 1

Recommended Grade Levels: 10 - 12

Note: Learning expectations to be completed for one-half credit have no asterisk. Additional learning expectations to be completed for one credit are identified with one asterisk (*).

FAMILY AND PARENTING EDUCATION STANDARDS

- 1.0 Students will demonstrate leadership, citizenship and teamwork skills required for success in the family, workplace, and global community.
- 2.0 Students will evaluate the significance of the family and its impact on the well-being of individuals and society.
- 3.0 Students will evaluate the significance of commitment and the criteria for satisfying marital relationships.
- 4.0 Students will analyze the role of communication within the family.
- 5.0 Students will assess the management of the multiple roles within the family, workplace, and community.
- 6.0 Students will evaluate parenthood readiness and parenting decisions.
- 7.0 Students will evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
- 8.0 Students will examine career and occupational opportunities in the field of human and family services.

FAMILY AND PARENTING EDUCATION

STANDARD 1.0

Students will demonstrate leadership, citizenship and teamwork skills required for success in the family, workplace, and global community.

LEARNING EXPECTATIONS

The student will:

- 1.1 Examine the FCCLA organization and its relationship to the family and consumer sciences curriculum.
- 1.2 Apply leadership, citizenship, and teamwork skills to plan family-related activities or projects.

PERFORMANCE STANDARDS

The student:

- 1.1 Relates the creed, purposes, motto, and emblems of FCCLA to family life.
- 1.2 Develops and implements a project or activity related to the family using the FCCLA Planning Process.

SAMPLE PERFORMANCE TASKS

- Complete Family Ties module of Power of One.
- Participate in a Families First project or other related FCCLA activity or project.

INTEGRATION/LINKAGES

FCCLA National Programs (Dynamic Leadership, Families First and Power of One, STAR Events), Family and Consumer Sciences National Standards 13.5, English II Gateway Standards

FAMILY AND PARENTING EDUCATION

STANDARD 2.0

Students will evaluate the significance of the family and its impact on the well-being of individuals and society.

LEARNING EXPECTATIONS

The student will:

- 2.1 Evaluate the family and the essential functions it performs for society.
- 2.2 Examine various family structures and the cultural and social diversities among them.
- 2.3 Analyze the effects of the media, technology, and other global influences on families.
- 2.4 Develop a personal philosophy of one's future family as related to the individual's needs, values, goals, and beliefs.
- 2.5 Examine issues facing the aging population and the impact on families.*
- 2.6 Examine past influences on the family and the possible implications for one's future family.*

PERFORMANCE STANDARDS

The student:

- 2.1A Determines the role of family in teaching values, culture, and traditions across the life span.
- 2.1B Assesses the functions of family and their effects on family members.
- 2.1C Examines the role of family in developing independence, interdependence, and commitment of family members.
- 2.2A Analyzes various family structures.
- 2.2B Evaluates adjustments related to living in blended, extended, single parent, and multicultural families.
- 2.2C Demonstrates respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
- 2.3 Compares and contrasts the positive and negative influences of the media, technology, and other global influences upon the family.
- 2.4A Determines the traits of strong families.
- 2.4B Compares personal needs, values, goals, and beliefs to future family goals.
- 2.5 Examines the stages of aging and problems associated with each.
- 2.6 Investigates historical events that have produced changes in the family and site factors that could produce change in the future.

SAMPLE PERFORMANCE TASKS

- Generate a definition of family.
- Brainstorm ways the family provides for the basic needs of individual members.
- Brainstorm ways the student has served the family this week and ways the family has met his/her needs; categorize each as a family function.
- In small groups, brainstorm personal experiences showing independence, interdependence and commitment within the family; select two of each and share with class.
- Investigate the latest research on the effects of various family structures/patterns on society.
- Bring cultural items from home and explain their significance to classmates.
- Set up scenarios of families from different backgrounds moving into the neighborhood. Develop activities to become acquainted with each family and to welcome the family.
- Research and report the effects of media, technology, and other influences (communication technology—cellular phones/internet, entertainment industry—television, movies, video games, music, global politics/policies, etc.) on the family.
- Generate and present a skit describing what your life would be like for one weekend without technology.
- Select and describe a strong family in the community and defend this selection.
- In groups, simulate being in a laboratory to create a humanlike android prototype. Each group's task is to develop a list of 10 moral lessons to program into the android (example-- learning how to share); also generate reasons why each would be important to possess.
- Research the aged population and present findings.
- Compose an essay describing desired future family based upon personal needs, values, goals, and beliefs.
- Design and label a timeline depicting at least 5 historical changes in the family; continue the timeline predicting at 5 changes in the next 50 years.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 6.1, 6.2, English II Gateway Standards 1.08, 1.11, 1.13, 1.15, 2.01, 2.04, Algebra I Gateway Standards 3.1, FCCLA Programs – Power of One, Families First, and STAR Events (Interpersonal Communications, Illustrated Talk, Community Service)

STANDARD 3.0

Students will evaluate the significance of commitment and the criteria for satisfying marital relationships.

LEARNING EXPECTATIONS

The student will:

- 3.1 Evaluate personal traits and expectations in relation to marriage and family.
- 3.2 Analyze personal readiness for serious commitment and the criteria for selecting a mate.
- 3.3 Relate personal values, knowledge, beliefs, and pressures to decisions regarding sexuality.
- 3.4 Examine the aspects of maintaining a strong and satisfying marriage. *
- 3.5 Evaluate the legal and social aspects of marriage. *

PERFORMANCE STANDARDS

The student:

- 3.1 Inventories personal characteristics, values, goals, and attitudes related to dating and marriage.
- 3.2A Analyzes types of relationships and distinguishes between love, infatuation, and sexual gratification.
- 3.2B Analyzes dating as a means of mate selection.
- 3.2C Analyzes the role of peer, parental and societal pressures on dating and mate selection.
- 3.2D Examines theories of attraction in mate selection.
- 3.3A Compares the consequences of sexual behavior to present and future relationships.
- 3.3B Generates a philosophy of gender roles within a relationship.
- 3.4A Evaluates personal motivations, expectations and ideas of marriage.
- 3.4B Examines the value of the engagement period.
- 3.4C Examines the qualities of a strong and satisfying marriage.
- 3.4D Evaluates the causes and effects of divorce as a means of prevention.
- 3.5 Analyzes the legal aspects of marriage and divorce and their effects on the family.

SAMPLE PERFORMANCE TASKS

- List positive and negative characteristics of a dating partner.
- Create a billboard entitled, “Danger Zone” including warning signs in a relationship.
- Create visuals symbolizing the contrast of relationships built on sex and love.
- Create an advertisement and/or checklist for a desirable marriage partner.
- Brainstorm and discuss positive and negative pressures on dating and mate selection.

- In small groups, create a skit depicting an assigned theory of mate selection and present to the class.
- Using situation cards (depicting acts between males and females—ex. holding hands, hugging, and so on), arrange a sex continuum; then discuss the possible consequences of each act.
- Research sexually transmitted diseases and other consequences of being sexually active.
- Work in small groups to describe ideal gender roles for males and females in a relationship. Read descriptions to class and discuss the similarities and differences.
- Identify and categorize purposes/reasons of marriage as positive or negative.
- Design and role play situations in which breaking an engagement may be necessary.
- Write an essay expressing the components of a strong and satisfying marriage and factors involved in increasing the likelihood of a successful marriage.
- Discuss the divorce process and its effects on family members, using the following topics (signs of a troubled marriage, procedures for ending a marriage, property settlement, child custody, financial matters, former partners' adjustments to divorce, children's adjustments to divorce, and remarriage)
- Question panel members (judge, county court clerk, minister, lawyer) about family law.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, English II Gateway Standards 1.13, 3.02, 3.04, 3.05, 4.05, FCCLA Programs – Power of One, Families First, and STAR Events (Interpersonal Communications, Illustrated Talk, Community Service)

FAMILY AND PARENTING EDUCATION

STANDARD 4.0

Students will analyze the role of communication within the family.

LEARNING EXPECTATIONS

The student will:

- 4.1 Determine the importance of positive and effective communication within the family.
- 4.2 Examine effective communication skills within families.
- 4.3 Demonstrate positive methods of conflict resolution in families. *

PERFORMANCE STANDARDS

The student:

- 4.1 Explains the importance of positive and effective communication in relationships.
- 4.2 Examines communication problems and barriers.
- 4.3A Analyzes the positive/effective communication skills.
- 4.3B Identifies types of family conflicts and determines their effects upon family members.
- 4.3C Applies the conflict resolution process to family situations.

SAMPLE PERFORMANCE TASKS

- View a video or television program and record positive and negative communication skills used by cast members.
- Create a greeting card, bookmark or refrigerator magnet that expresses empathy or appreciation for a member of one's own family.
- Brainstorm and role play ways to facilitate consensus in solving family problems.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 6.1, 13.3, 13.4, English II Gateway Standards 3.03, 4.04, 4.07, 4.08, FCCLA Programs – Power of One, Families First, and STAR Events (Interpersonal Communications, Illustrated Talk, Community Service)

FAMILY AND PARENTING EDUCATION

STANDARD 5.0

Students will assess the management of the multiple roles within the family, workplace, and community.

LEARNING EXPECTATIONS

The student will:

- 5.1 Determine the impact of change and transition on the family over the life span.
- 5.2 Evaluate methods of balancing the multiple roles of family member, wage earner, and community member.
- 5.3 Generate plans for effectively utilizing resources to achieve family goals. *
- 5.4 Evaluate methods of coping with stress and crisis encountered by family members. *

PERFORMANCE STANDARDS

The student:

- 5.1 Assesses changes in the family over the life span.
- 5.2 Assesses the value of all family members, emphasizing the father and mother figures.
- 5.3A Generates plans for effective use of family resources, including time, energy and money.
- 5.3B Identifies resources available to assist or enhance family life.
- 5.4A Determines the appropriate support/intervention plan needed to address selected stressful or crisis situations.
- 5.4B Analyzes the effect of the aging population on society
- 5.4C Cites methods of coping with family crises or stressful situations (serious health problems, addictions, moving, financial problems, suicide, abuse, special needs members, aging family members, death and dying experiences).

SAMPLE PERFORMANCE TASKS

- Generate a list of changes that occur over the life span and analyze the impact on family members.
- Research the latest data of families with and without both parents.
- Organize a plan of action (using the management or FCCLA Planning Process) to accomplish a specific family goals (ex. going on a family vacation, cleaning the house, hosting a birthday party, buying a car); compile a list of available resources helpful in accomplishing the goal.
- Observe aging individuals at the mall or other public place and present findings to the class.
- Listen to hospice personnel and write a critique of personal impressions.

- Prepare a Last Will and Testament.
- Participate in a tour of a funeral home and interview the director.
- Critique coping skills depicted in movies or television programs with aging family members.
- Participate in FCCLA community service projects with a senior citizen center or assisted living facility.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 6.1, 6.2, 13.2, 14.3, 15.3, English II Gateway Standards 1.08, 1.09, 1.10, 1.13, 2.05, Algebra I Gateway Standard 3.12, FCCLA Programs – Power of One, Families First, and STAR Events (Interpersonal Communications, Illustrated Talk, Community Service)

FAMILY AND PARENTING EDUCATION

STANDARD 6.0

Students will evaluate parenthood readiness and parenting decisions.

LEARNING EXPECTATIONS

The student will:

- 6.1 Evaluate the significance of parenthood and parenting education to all people.
- 6.2 Assess the impact of changing attitudes and values upon the role of parenting and parenthood.
- 6.3 Analyze the roles, functions and responsibilities of being a parent.
- 6.4 Appraise one's own readiness to be a parent.
- 6.5 Examine the impact of technology on family planning. *

PERFORMANCE STANDARDS

The student:

- 6.1 Compares parenthood and parenting.
- 6.2A Determines consequences of various parenting practices on the individual, family and society.
- 6.2B Compares intergenerational values, attitudes and practices regarding parenting.
- 6.3A Identifies basic needs of children which parents are responsible for meeting.
- 6.3B Analyzes personal adjustments children create in family life.
- 6.3C Examines the effect of parenthood on spousal relationships.
- 6.4 Generates criteria of a mature parent.
- 6.5A Analyzes legal and ethical impacts of technology on family planning.
- 6.5B Examines implications of alternatives to biological parenthood.

SAMPLE PERFORMANCE TASKS

- Explain the difference between parenthood and parenting.
- Debate the issue of whether or not all people need parenting skills.
- Summarize the changes in parenting philosophies by interviewing parents from 3 different generations.
- Compile a list of items parents should provide or practice.
- Design a job description specifying the qualifications of a mature parent.
- Summarize family planning methods as presented by a health educator.
- In small groups, research one alternative to biological parenthood and present findings to class.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 6.1, 13.1, 15.1, 15.2, 15.3, 15.4, English II Gateway Standards 1.01, 1.02, 1.06, 1.08, 1.09, 1.10, 1.11, 1.13, 2.05, 2.11, 2.13, 3.05, 4.02, 4.04, 4.05, 4.07, 4.08, FCCLA Programs – Power of One, Families First, and STAR Events (Interpersonal Communications, Illustrated Talk, Community Service)

FAMILY AND PARENTING EDUCATION

STANDARD 7.0

Students will evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals, families and society.

LEARNING EXPECTATIONS

The student will:

- 7.1 Examine situations unique to foster parents, adoptive parents, stepparents, children of aging parents, and special needs family members. *
- 7.2 Examine the causes and effects of child abuse and neglect. *
- 7.3 Evaluate agencies and informal support resources available to parents. *
- 7.4 Analyze physical and emotional factors related to beginning the parenting process. *

PERFORMANCE STANDARDS

The student:

- 7.1 Cites adjustments needed by foster parents, adoptive parents, stepparents, children of aging parents, and special needs family members.
- 7.2 Assesses the impact of parental attitudes and behavior upon the character development of children.
- 7.3 Assesses community resources and support services available to caregivers.
- 7.4 Examines biological processes and emotional factors related to prenatal development, birth, and health of child and parents.

SAMPLE PERFORMANCE TASKS

- Interview a person in a special parenting situation and report findings to class.
- Create and role play situations depicting how parents' behavior influences the character development of children
- Summarize a resource speaker's presentation on child abuse and methods for prevention.
- Generate a pamphlet for the community containing local resources and services available to caregivers.
- Design a criteria checklist for selecting and evaluating care and services for children.
- In small groups, compose a list of suggestions for dealing with biological and emotional adjustments of childhood.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 6.1, 6.2, 12.1, 12.2, 12.3, 15.1, 15.2, 15.4, English II Gateway Standards 1.08, 1.09, 1.11, 2.11, 2.12, 3.02, 4.01, 4.02, 4.03, 4.04, 4.05, 4.06, FCCLA Programs – Power of One, Families First, and STAR Events (Interpersonal Communications, Illustrated Talk, Community Service)

FAMILY AND PARENTING EDUCATION

STANDARD 8.0

Students will examine career and occupational opportunities in the field of human and family services.

LEARNING EXPECTATIONS

The student will:

- 8.1 Explore the ways family and consumer sciences careers assist the functioning of the family.
- 8.2 Examine possible occupations and careers related to family studies. *

PERFORMANCE STANDARDS

The student:

- 8.1 Examines family and consumer sciences careers that aid the family and its members.
- 8.2 Evaluates specific occupations related to the family.

SAMPLE PERFORMANCE TASKS

- Participate in a question/answer session with a panel of local family and consumer sciences professionals and explore their roles in assisting families.
- Choose and research one career related to the family and write an essay.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 6.1, 7.1, 7.2, English II Gateway Standards 1.01, 1.02, 1.08, 1.10, 1.11, 1.13, 2.04, 2.11, 4.04, 4.08, FCCLA Programs – Power of One, Families First, and STAR Events (Interpersonal Communications, Illustrated Talk, Community Service)